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ABSTRACT

This document provides an annotation of the articulation agreement between the State Universities and the Public Community Junior Colleges of Florida. Sections cover: general education, definition of associate of arts degree, responsibility for general education requirements, preprofessional course responsibility, admission to upper division programs that are competitive due to space or fiscal limitations, other association degrees and certificates, publication of upper division requirements, statement of lower division prerequisite requirements, standard transcript form, experimental programs, and articulation coordinating committee. (MJM)

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THE STATE ARTICULATION COORDINATING COMMITTEE

INTERPRETATIONS AND ANNOTATIONS

OF THE

ARTICULATION AGREEMENT

BETWEEN

THE STATE UNIVERSITIES AND THE PUBLIC COMMUNITY JUNIOR COLLEGES

OF FLORIDA

September, 1971 to February, 1974

HE 005 448

The Articulation Coordinating Committee
Florida State Department of Education
Tallahassee, Florida
May 1, 1974

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THE ARTICULATION COORDINATING COMMITTEE

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Chairman 1972 -

John W. Seay, Deputy Commissioner
Chairman 1971 - 72

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Division of Community Colleges
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Dr. Robert H. McCabe, Executive Vice President
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1971 - 73

FOREWORD

This document provides an annotation of the Articulation Agreement of 1971, as amended to relate the several sections of the Agreement and corresponding actions by the Articulation Coordinating Committee. This annotation has been adopted by the Articulation Coordinating Committee and it is being issued as an official document for use by the community colleges and the state universities of Florida.

The Articulation Agreement was developed by the Division of Community Colleges and the State University System of Florida and it was approved by the State Board of Education in April, 1971. The Agreement provides a basic framework within which students who complete programs under specified conditions are assured of the acceptance of their work as they transfer to state universities in Florida.

Responsibility for interpreting the Agreement and for relating provisions of the Agreement to specific cases is vested by the State Board of Education in the Articulation Coordinating Committee. The actions of that Committee through January, 1974 are reflected in this annotation of the Articulation Agreement. Revisions of this document are issued annually.

Shelley S. Boone, Deputy Commissioner
Chairman, Articulation Coordinating Committee

Lee G. Henderson, Director
Division of Community Colleges

Robert B. Mautz, Chancellor
State University System of Florida

February 1, 1974

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Organization of the Document

The Annotated Agreement which follows is organized in such a way that the reader can easily reference pertinent Articulation Coordinating Committee interpretations of the various sections and parts of the original 1971 Agreement and its subsequent amendments. The Committee interpretations follow each part of the eleven Agreement sections and are identified by sideheadings, italicized type, and the date of the meeting when the Committee action was taken. At the end of each major section, other related Committee actions which do not fall into the category of Agreement interpretations are listed with the dates when Committee actions were taken. The minutes of Committee meetings should be referenced if a complete text of Committee actions is desired.

ARTICULATION AGREEMENT BETWEEN THE STATE UNIVERSITIES AND PUBLIC JUNIOR COLLEGES OF FLORIDA
March 1, 1971

PREAMBLE

Preamble. The Division of Universities and the Division of Community Colleges have jointly adopted this agreement to (1) recommend specific areas of agreement between community colleges and state universities; (2) set forth criteria for the awarding of the Associate in Arts degree; (3) define the Associate in Arts degree as a component of a baccalaureate degree; (4) provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting transfer of students; and (5) recommend such revisions as are needed to promote the success and general well-being of the transfer student.

Effective Date of Agreement

The Articulation Agreement has been in effect since April 13, 1971; however, it is recognized that there are students in community colleges who are in progress toward an Associate of Arts degree and that the requirements at the time of their entry may not meet the requirements of the Articulation Agreement. Therefore, community colleges are authorized to issue AA degrees based on their previous catalogue commitments through August 31, 1972. The transcripts of the students receiving an AA degree under these conditions will be clearly designated and universities accept no obligation to those students under the provisions of the Articulation Agreement. 9/7/71

GENERAL EDUCATION - SECTION 1

General Education

Section 1. The provisions of the general education agreement of 1959 are reaffirmed. This agreement provides that:

Each public institution of higher education in Florida, i.e., each State University and each Community Junior College, is encouraged to foster and promulgate a program of general education. This basic program for students working toward a baccalaureate degree should involve not fewer than 36 semester hours of academic credit.

The institutions are encouraged to exchange ideas in the development and improvement of programs of general education. The experience already gained in the established State Universities and Community Junior Colleges will be of value. While the institutions are to work cooperatively in the development and improvement of general education programs, each institution has the continuing responsibility for determining the character of its own program.

After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions in Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower division general education courses in his program.

General Education Agreement

The Committee agreed that the definition of general education in the Articulation Agreement needs no further interpretation at this time. 2/1/72

Waiving of Minimum Requirements of Agreement - Prerogatives of Universities

An admission committee of a university has the prerogative of waiving the minimum requirements as outlined in the agreement as it applies to an individual case. 12/7/71

DEFINITION OF ASSOCIATE OF ARTS DEGREE - SECTION 2

Definition of Associate of Arts Degree

Section 2. At the core of any agreement between the community colleges and the State University System designed to establish an efficient orderly transfer process for community college students is the mutual acceptance of the nature and purpose of the Associate of Arts degree.

This degree, which is the basic transfer degree of Florida junior colleges, and which is the primary basis for admission of transfer students to upper division study in a state university, shall be awarded upon:

a. Completion of 60 semester hours (90 quarter hours) of academic work exclusive of occupational courses and basic required physical education courses;

Transferability of Credit Earned While in Secondary School

If students have earned college credits while still in high school through courses taken in community colleges, such credit is valid for transfer to universities under the agreement. If the student has not completed the AA degree, credit earned does not come under the protection of the Articulation Agreement. 12/7/71

Courses Which Can Apply to AA

It is interpreted that 2c applies only to courses eligible for the AA degree as defined under 2a of the Articulation Agreement. 11/3/71

ROTC Credit in AA Degree

Credit for ROTC was recognized by the Committee as being creditable within the 60 hours required for an Associate of Arts degree. 6/8/73

Reading Courses in AA Degree - Appeal Case

The Committee agreed that it is in keeping with the philosophy of the Articulation Agreement that credit for reading courses be acceptable for transfer inasmuch as the courses are neither basic required physical education nor occupational, and thus can be applied as credit for the AA degree. 9/18/73

Calculation of Physical Education Performance in Grade Point Average

The Committee restated and reaffirmed that 2a and 2c of the Articulation Agreement be interpreted that basic and/or required physical education (often referred to as the service program) not be used in computing the grade point average for the Associate of Arts degree. 2/1/72

Number of Hours in AA Degree. Work Considered for Grade Point Average Calculation

1. *With reference as to whether or not a community college is free to require more than 60 semester (or 90 quarter) hours as part of a planned program leading to an AA degree: It is the opinion of the committee that section 2a of the Articulation Agreement is interpreted to mean completion of not less than 60 semester hours (90 quarter) of academic work exclusive of occupational courses and basic required physical education courses, provided, however, that this shall no way abrogate the right of the state universities to require a full two years of upper division work for the baccalaureate degree and the right of the state university to determine the major course requirement as specified in section 4 of the Articulation Agreement.*

2. *With reference to #1 above, should not all work required by a community college for the AA degree be included in the grade point average: It is the opinion of the committee that all work required by a community college for an AA degree shall be included in the calculation of the grade point average provided, however, when such degree requirement includes occupational courses and/or basic required physical education, these courses will be included in the grade point average only when they are in addition to the minimal sixty semester (90 quarter) hours of academic work. The degree requirements in the context of this statement shall be considered those specifically stated in the catalog of the junior colleges concerned.*

3. *With reference to the Committee's decision of February 1, 1972, concerning the Articulation Agreement and physical education: It is the opinion of the committee that this earlier decision applied only to those programs that had the minimum 60 hours in the program and that this recent interpretation is consistent with that decision.* 4/24/72

OTHER RELATED ACTIONS

Dissolvement of Task Force on Identification of Occupational Courses 4/12/73

Classification of Course Types (Parallel, Occupational, or Dual) Given to Common Course Numbering Project 4/12/73

Endorsement of Common Course Designation and Numbering Project 11/29/73

Establishment of Task Force on Whether to Change Physical Education Course Limitation in Agreement 4/12/73

Task Force to Develop Rationale for Physical Education 6/8/73

Physical Education Task Force Report Received 11/29/73

b. Completion of an approved general education program of not fewer than 36 semester hours (54 quarter hours);

c. Achievement of a grade point average of not less than 2.0 in all courses attempted, and in all courses taken at the junior college awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer (provided the overall grade average does not drop below the prescribed 2.0 level), and will count towards the baccalaureate in the same way as "D" grades obtained by students enrolled in the lower division of state universities, i.e., credits required for the baccalaureate; however, it is at the discretion of the department or college of the university offering the major as to whether courses with "D" grades in the major may satisfy requirements in in the major field.

Clarification of Forgiveness Policy

It is the interpretation of the Articulation Coordinating Committee that it is mandatory for the junior colleges to adopt the specific Forgiveness Policy (section 2c) of the Articulation Agreement with regard to an Associate of Arts degree.

9/7/71

Course Repetition - Clarification of Forgiveness Policy

It was agreed that individual community colleges may establish policies determining the conditions under which students may repeat courses. However, if a student is allowed to repeat a course, the forgiveness policy must come into effect and only the final grade will be included in the computation of grade point average.

9/18/73

Interpretation of Course Repetition

When a student at a junior college takes a course which is essentially the same as one previously attempted at another institution, section 2c of the Articulation Agreement will apply. It should be emphasized that the term "essentially" will be given a rigorous rather than a liberal interpretation.

9/7/71

Interpretation of Course Repetition - Foreign Languages

It was agreed that the substitution of one foreign language for another in no way meets the condition that allows the substitution of grades under the forgiveness policy when the course is "essentially the same". 9/18/73

Interpretation of Grade Point Average

It is the interpretation of the Articulation Coordinating Committee that with regard to grade point average required for the awarding of the AA degree, it is required that the student have a 2.0, or greater, average in all courses attempted and it is further required that the student have a 2.0, or greater, average in all courses at the institution awarding the AA degree.

Specifically, it does not mean that the student have a 2.0 or greater average at each institution which he has attended. This interpretation is based on 2c of the Articulation Agreement and includes the specific substitution of grades and courses repeated. 9/27/71

Courses Which Can Apply to AA

It is interpreted that 2c applies only to courses eligible for the AA degree as defined under 2a of the Articulation Agreement. 11/3/71

Uniform Policies on Incomplete and Withdrawal

The committee considers the (I) as a designation, indicating a deferred credit, neither passing nor failing, but rather reflecting a circumstance where the institution had decided that a student has completed most of the requirements for a course but for reasons beyond the control of the student all of the requirements have not been accomplished at the time grades are due. Students who apply for transfer from one institution to another have the responsibility for removing such designation (I), since the institution considering the admission of the student has the prerogative for establishing its own policies for evaluation of such designation. The committee does not believe that such a grade should be considered as a device related to any forgiveness policy. 12/7/71

Calculation of Grade Point Average - Average at All Institutions

Under 2c a student does not have to have had a 2.0 average at all institutions attended. 12/7/71

Calculation of Grade Point Average - Change in Course of Study

Under 2c a student must present a 2.0 average even if he has changed his course of study. In other words, if a student has started out in one direction and does poorly and switches his course of study, the credits earned in the first program count in the calculation of the 2.0 average. 12/7/71

Specifically, it does not mean that the student have a 2.0 or greater average at each institution which he has attended. This interpretation is based on 2c of the Articulation Agreement and includes the specific substitution of grades and courses repeated. 9/27/71

Acceptance of "D" Grades Definition of "Major Field"

Under 2c, the definition "major field" is left to the university as defined in its catalogue and other publications. 12/7/71

Non-AA Students - Coverage Under the Agreement

The provisions of part 2c do not apply to the student who attends a community college, but does not complete an AA program, and transfers to a university. 12/7/71

Calculation of Grade Point Average Forgiveness Policy

With respect to whether the forgiveness policy means that institutions could use the highest grade rather than the final grade for repeated courses in calculating the grade point average, the Committee, by consensus, agreed that the final grade, not the highest one, is the only one which should count in the calculation of the grade point average. The committee also interpreted the forgiveness section of the Agreement (2c) to mean that a student can repeat courses in which he has a "C" grade or higher, if the student's college has a policy which permits it. 2/1/72

Retroactivity of the Forgiveness Policy

The forgiveness policy of the Articulation Agreement (2c) applies to all community college students who have received the Associate in Arts degree after April 18, 1971, regardless of when courses were first taken or repeated. 2/1/72

Improvement of Grade Point Average After Graduation

It was agreed that the forgiveness policy pertains only up to the time of the awarding of the AA degree and does not extend beyond that. 9/13/73

CLEP Amendment - September 27, 1972

2. d. (1) With respect to the College Level Examination Program (CLEP) General Examinations:

(a) Transferability of credit under terms of the Articulation Agreement is mandatory provided that the institution awarded the credit at the 50th percentile level of the combined men-women sophomore norms, with no letter grade or quality points assigned.

(b) Not more than 6 semester (or 9 quarter) credits are to be transferred in each of the five areas of the General Examinations (English, Humanities, Mathematics, Natural Sciences, Social Sciences - History).

Duplication of Credit Under CLEP General Examinations - Section 2. d. (1) (b)

The Committee interprets Section 2.d.(1)(b) as follows: If a student has earned six (6) semester (or 9 quarter) credits in courses in a subject area covered by the CLEP General Examinations, he should not be awarded any CLEP credit in that subject area on the basis of the CLEP General Examination. If he has earned fewer than six semester credits in courses, he could be awarded only the difference between the number earned and six semester credits through the CLEP General Examinations. This does not preclude the student being awarded additional credit through the CLEP subject examination or the earning of additional credit through courses in subjects not covered by the CLEP General Examination. 1/30/74

(2) CLEP Subject Examinations: Transferability of credit under the terms of the Articulation Agreement is mandatory provided that the institution awarded the credit at the following scores, or higher, on the appropriate subject matter examinations, with no letter grades or quality points assigned.

Examination	Recommended Score for Awarding Credit	Length of Course For Which the Examination Was Designed (Number of Semesters)	Recommended Maximum Semester Credit
*Afro-American History	49	1	3
American Government	47	1	3
*American History	46	2	6
*American Literature	46	2	6
Analysis & Interpretation of Literature	49	2	6
Biology	49	2	6
*Clinical Chemistry	47	Based on subject matter in clinical year training.	
College Algebra	50	1	3
College Algebra-Trigonometry	49	1	3
Computers & Data Processing	46	1	3
Educational Psychology	47	1	3
*Elementary Computer Programming-FORTRAN IV	48	1	3
English Composition	48	2	6
English Literature	45	2	6
General Chemistry	48	2	6
General Psychology	47	1	3
Geology	49	2	6
*Hemotology	46	Based on subject matter in clinical year training.	
History of American Education	46	1	3
Human Growth & Development	47	1	3
*Immunohemotology	47	Based on subject matter in clinical year training.	

Examination	Recommended Score for Awarding Credit	Length of Course For Which the Examination Was Designed (Number of Semesters)	Recommended Maximum Semester Credit
Introduction to Business Management	47	1	3
Introductory Accounting	50	2	6
Introductory Business Law	51	2	6
Introductory Calculus	48	2	6
Introductory Economics	48	2	6
Introductory Marketing	48	1	3
Introductory Sociology	46	2	6
*Microbiology	48	Based on subject matter in clinical year training.	
Money & Banking	48	1	3
Statistics	49	1	3
Tests & Measurements	46	1	3
Trigonometry	49	1	3
Western Civilization	50	2	6

**Scores approved September 18, 1973, with the proviso that (a) in the use of the lowered score in American History the use of the lower score be retroactive and (b) in no case is the use of the changed scores and the new examinations to result in the award of dual credit.* *9/18/73*

The score levels are the mean scores achieved by "C" students in the national norm sample and they are in accord with the recommendations of the Commission on College Level Examinations of the American Council on Education. The semester credit recommendations are derived from those of the Commission on College Level Examinations. Further, not more than 45 semester (67.5 quarter) credits are to be transferred in the area of the subject examinations.

(3) Because CLEP credit is regarded in the same category as transfer credit, no matter how earned, the maximum transferability of credit under CLEP, both General and Subject Examinations combined, is 45 semester (or 67.5 quarter) credits. This is in accord with common practice that 25 percent of the Associate in Arts degree work must be awarded by the institution granting the A.A. degree.

(4) The institution awarding CLEP credit must specify for what course it is being awarded. The standard policies of the institution prohibiting credit for overlapping courses will apply.

Amendment to Articulation Agreement - Section 2.d (4)

Section 2.d (4) was amended to read as follows: The institution awarding credit for the CLEP General Examination, may, but need not, specify for what course(s) it is being awarded. The institution awarding CLEP Subject Test credit must specify for what course(s) it is being awarded. The standard policies of the institution prohibiting credit for overlapping courses will apply. *11/29/73*

(5) The foregoing agreement is adopted for a three-year period and that during this period studies shall be undertaken jointly by the Community College System and the State University System. These studies should include students who have transferred or may transfer credits awarded on the basis of CLEP General Examinations scored at the 25th percentile or higher, and not be limited to students who have achieved the recommended scores.

These studies should reveal the number of students taking each of the various CLEP examinations, the scores earned by the examinees, the number of credits received, and the areas and courses in which such credit was awarded, and other data indicating the academic progress of the examinees.

Although the studies should continue through the three-year period, a complete initial report of results should be reported to the Articulation Coordinating Committee by August 1, 1974. The Committee will utilize these results as a basis for future recommendations concerning CLEP credit.

(6) Any implementation of a uniform CLEP percentile restriction of the Agreement will go into effect September 1, 1972, and will not affect CLEP credit awarded by institutions prior to the effective date of implementation. 9/27/72

Application of CLEP Amendment

The Articulation Coordinating Committee discussed questions raised with regard to the CLEP Amendment approved on September 19, 1972. It was agreed that the policy provides for the awarding of credit toward the AA degree only, in terms of the criteria established in the CLEP policy, specifically,

1. *a community college may award credit for CLEP using any score it wishes when not a part of an AA degree;*

2. *a community college is not required to give credit for CLEP scores;*

3. *if a community college awards credit for CLEP as a part of the AA degree, the scores must not be lower than the standards provided in the CLEP amendment;*

4. *universities must accept CLEP credits as awarded as a part of the AA degree under the provisions of 3. above;*

5. *institutions may develop experimental agreements using CLEP as specified under the guidelines entitled "Experimental Programs" adopted September 27, 1972, at any mutually agreeable level.*

It was agreed that the CLEP Amendment would be indicated as Section 2 d, and assumed to be a part of the basic Articulation Agreement. 11/28/72

Use of CLEP Under Forgiveness Policy

It was the interpretation of this Committee that a successful CLEP score may be used, without letter grades or quality points, to substitute for an unsuccessful attempt in a course in the same way that the grade from the repeat of a course may be used as stated in Section 2c of the Articulation Agreement. 11/28/72

Use of USAFI-GED Credit and CLEP in AA Degree

It was agreed that although Section 2 of the Articulation Agreement does not require institutions to accept credit awarded on the basis of USAFI-GED test scores on transfer of AA degrees, CLEP scores earned in conjunction with USAFI will be evaluated as all other CLEP scores under the terms of the Articulation Agreement. 4/12/73

Use of 12th Grade Test for Awarding Credit

The Committee agreed that the assurance of transfer of credit under the Articulation Agreement not be extended to credit awarded on the basis of the Florida Twelfth Grade Test. 1/30/74

Amendment Regarding Advanced Placement - Section 2.e

On the recommendation of the CLEP Task Force, it was the agreement of the Articulation Coordinating Committee that the Articulation Agreement be amended to include the following provisions with respect to credit awarded under the Advanced Placement Program:

a. *Transferability of credit under the Articulation Agreement is mandatory provided that the institution awarded the credit on APP scores of 3, 4, or 5 for any of the thirteen examinations in the program. The thirteen APP examinations are as follows:*

American History
Art (History of Art, Studio Art)
Biology
Chemistry
Classics (Vergil, Lyric)
English
European History
Spanish
French (language, literature)
German

Mathematics (Calculus AB & Calculus BC)
Music
Physics (Physics B, Physics C-Mechanics, Physics C-Electricity & Magnetism)

b. *The college awarding credit on the basis of APP scores specify the course for which credit is being given.*

c. *No grade or quality points be assigned for credit awarded on the basis of APP scores.*

d. *There be no credit awarded on APP which is duplicative of credit awarded for CLEP or courses taken in the college or received in transfer.*

It was agreed that upon approval this amendment would be known as Section 2.e of the Articulation Agreement. *9/18/73*

OTHER RELATED ACTIONS

Recommended Establishment of Standard Table for Conversion of CLEP Percentiles	9/18/73
Research Committee to Followup on Students Granted Credit Through CLEP	4/12/73
Approval of Research Designs--Student Achievement Through CLEP (See Appendix V.)	11/29/73
Study of International Credit Transfer	4/12/73
Recommended International Credit Transfer Evaluation Service	9/18/73
CLEP English Examinations	11/29/73
Appeals Case re. Use of CLEP--Seminole Junior College v. The University of Florida	11/29/73
Establishment of Task Force on Transfer of A.S. Degree	1/30/74
Establishment of Standing Committee on Alternative Ways of Earning Credit	1/30/74

RESPONSIBILITY FOR GENERAL EDUCATION REQUIREMENTS - SECTION 3

Responsibility For General Education Requirements

Section 3. The baccalaureate degree in all state universities shall be awarded in recognition of lower division (freshmen-sophomore) combined with upper division (junior and senior) work. The general education requirement of the baccalaureate degree shall be the sole responsibility of the institution awarding the Associate in Arts degree in accordance with the general education agreement of 1959. If, for any reason, a student has not completed an approved general education program in a junior college prior to his transfer to a state university, the general education requirement shall become the responsibility of the university.

PRE-PROFESSIONAL COURSE RESPONSIBILITY - SECTION 4

Pre-Professional Course Responsibility

Section 4. Lower division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. However, the determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the state university awarding the degree.

ADMISSION TO UPPER DIVISION PROGRAMS WHICH ARE LIMITED - SECTION 5

Admission to Upper Division Programs Which Are Competitive Due to Space or Fiscal Limitations

Section 5. Students receiving the Associate in Arts degree will be admitted to junior standing within the University System. The specific university that accepts the student will be determined by the preference of the student, by the program of major concentration, and by space available within the specific institution. If, because of space or fiscal limitations, any state university

must select from qualified junior college graduates, its criteria for selection shall be reported to the coordinating committee described in item 11.

Equal Opportunity for Admission to Upper Division Programs of Community College

The guidelines for admission of students to upper division programs which have enrollment limitations at the University of Florida and Florida State University are found in Appendix I. In the opinion of the committee, these policies insure that community college students will have an equal opportunity for admission to any such quota upper division programs. 2/1/72

Speech Pathology at Florida State University

Florida State University reported that the speech pathology program at the university will have a limited enrollment and therefore admission will be on a competitive basis. Community college students will be treated equally in the competition with native students. 2/1/72

Leisure Studies at Florida State University

Florida State University reported that the leisure services and studies program at the university will have a limited enrollment and therefore admission will be on a competitive basis. Community college students will be treated equally in the competition with native students. 9/18/73

Upper Division Quota College Admissions Criteria

The Articulation Coordinating Committee interprets Section 5 of the Articulation Agreement to indicate that when a program in one of the universities is determined to be a quota program, that university should file the criteria used in selecting students for that program with the Articulation Coordinating Committee. 6/6/72

OTHER ASSOCIATE DEGREES AND CERTIFICATES - SECTION 6

Other Associate Degrees and Certificates

Section 6. Other associate degrees and certificates may be awarded by a junior college for programs which have requirements different from the Associate in Arts, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses

to the baccalaureate program in the major field of the student. Each state university is encouraged to develop admission policies that will consider all factors indicating the possibility of success in its upper division of transfer students who have not earned the Associate in Arts degree.

Relationship of Section 6 to Section 2c

The provisions of section 2c do not apply when special agreements are developed under the provisions of Section 6. *12/7/71*

PUBLICATION OF UPPER DIVISION REQUIREMENTS - SECTION 7

Publication of Upper Division Requirements

Section 7. Each university department shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state.

College Counselors Guide

The Committee went on record as recognizing the problem with respect to academic counseling guides and requested that the two divisions attempt to solve the problems. *11/3/71*

STATEMENT OF LOWER DIVISION PREREQUISITE REQUIREMENTS - SECTION 8

Statement of Lower Division Prerequisite Requirements

Section 8. Each state university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisite requirements for each upper division specialization or major program. The sections of the catalog may also list additional recommended courses but there shall be no ambiguity between statement of requirements for all students for admission to upper division work on the one hand, and prerequisites and other requirements for admission to a major program on the other. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The catalog in effect at the time of of the student's initial enrollment in a community college shall govern lower division prerequisites, provided that he has had continuous enrollment as defined in the university catalog.

College Counselors Guide

See Section 7 - 11/3/71

STANDARD TRANSCRIPT FORM - SECTION 9

Standard Transcript Form

Section 9. Each institution shall keep a complete academic record for each student. The coordinating committee shall develop a standard form for recording the academic performance and credits of students. Each transcript shall include all academic work for which a student is enrolled during each term; the status in each course at the end of each term such as superior, average, incomplete, or unsatisfactory; all grades and credits awarded; and a statement explaining the grading policy of the institution.

Interpretation of Applicability

It is the committee's interpretation that Section 9 of the Agreement is intended to apply only to community college transfer forms. 11/3/71

Application of Agreement to University Non-Standard Grading Systems

The question was raised as to whether Section 9 of the Articulation Agreement applied in the case of non-standard grading systems at universities. In the light of a committee interpretation of Section 9 on November 3 that Section 9 only refers to community colleges, it was agreed that university grading plans are outside the purvue of the Articulation Coordinating Committee. 2/1/72

Adoption of Standard Transcript Form

The Common Transcript (Appendix II) was adopted and Line IV was interpreted as follows:

> *When reporting credits granted through the institution's own programs, the Common Transcript will reflect no additional information. However, when reporting credit obtained through externally developed programs (e.g., CLEP) this fact will be recorded in Line IV of the Common Transcript as indicated.* 9/27/72

Scale and Raw Score Reporting

It was agreed that the intention of the committee was to use either raw scores or scale scores, whichever is appropriate. 9/27/72

Common Transcript Form Amendment

The final draft of the common transcript failed to include designators to show a repeated course. It was agreed that the use of such designators was intended in order to implement Section 2c of the Articulation Agreement. It was agreed that the symbol "R" be used in the course type column of the common transcript to indicate a repeated course, and that "T" be used in that column to indicate a course for which the repeat is substituted. 11/28/72

Common Transcript Form Amendment

Clarifications in the specifications for the common transcript were approved as recommended by the Standing Committee on the Common Transcript. The revised common transcript instructions and form were attached to the minutes as approved. (Appendix II) 6/8/73

Common Transcript Form Amendment

Additional clarifications in the specifications for the common transcript were approved as recommended by the Standing Committee on the Common Transcript as follows:

1. *If institutional credit needs to be differentiated from regular credit, this should be reported in the remarks section; e.g., "Students admitted as non-degree student" or other such identifying statements.*

2. *If back of permanent academic record is to be used as page 2 of transcripts, lines I,V, and VI must be printed on back; lines II, III, and IV are optional.*

3. *If the common transcript is to be used as the student's grade report (mail out), the name and address for the window envelope should not appear on a transcript copy. Consideration should be given to placing this section as an extension of the Common Transcript which would not show when xeroxed. This also holds true for any additional spaces using student's name or student number when needed for special filing.*

4. *A special grace period should be given those colleges which have already ordered a new supply of permanent records; but in no way does this excuse them from complying, as soon as possible, with the approved Common Transcript.* 9/18/73

5. *Revision of Line III-B (test information) as raw scores or scaled scores are not needed in this section. Instead colleges should state on Line III-B the type of norms used, e.g., Sophomore National Norms, with the exact CLEP percentile being reported on Line VI under column "Grade".* 11/29/73

Implementation Date

The Common Transcript should be implemented as soon as possible, but no later than September, 1973. 9/27/72

"Grace Period" Defined

On the recommendation of the Standing Committee on the Common Transcript, the Articulation Coordinating Committee agreed that a "grace period" for those colleges not receiving final approval of their common transcript would be allowed until the beginning of the academic year 1974-75, at which time the common transcript should be operable. It was further agreed that colleges not able to meet the above date request special permission (with justifications) from the Common Transcript Standing Committee for extended time. 11/29/73

Deviations on Common Transcript Form

Questions from the institutions on deviation from the common transcript form were discussed. It was agreed that a strict interpretation and compliance with the common transcript form with no deviations be made by the Committee. 4/12/73

OTHER RELATED ACTIONS

Establishment of Standard Form Task Force to Fulfill Assignment as Outlined in Section 9 of the Articulation Agreement. 9/27/71

Compliance with Adoption of Common Transcript Form 6/8/73

Appointment of Standing Committee to Deal with Questions on Common Transcript 4/12/73

EXPERIMENTAL PROGRAMS - SECTION 10

Experimental Programs

Section 10. Experimental programs in all institutions are encouraged. A junior college and a university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed experimental programs which would have systemwide implications or would affect transfer to more than one institution must be approved by the coordinating

committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six months following the termination date of the experiment.

Guidelines for Experimental Programs

Guidelines for experimental programs (Appendix III) were approved with the following amendment. With regard to experimental programs that have systemwide implications (Type 3), the committee will approve only those programs which are endorsed by the Chancellor and the Director of the Division of Community Colleges. *9/27/72*

ARTICULATION COORDINATING COMMITTEE - SECTION 11

Articulation Coordinating Committee

Section 11. A junior college-university coordinating committee will be established to review and evaluate current articulation policies and formulate additional policies as needed. The coordinating committee shall be composed of seven members, three of whom shall be appointed by the Director of the Division of Community Colleges, three by the Chancellor of the State University System, and one by the Commissioner of Education. This committee shall have a continuous responsibility for junior college-university relationships and shall:

a. Authorize professional committees or task forces consisting of representatives from both levels of higher education to facilitate articulation on subject areas.

b. Conduct a continuing review of the provisions of this agreement.

c. Review individual cases or appeals from students who have encountered difficulties in transferring from a community college to a university. Decisions reached by the coordinating committee will be advisory to the institutions concerned.

d. Make recommendations for the resolution of individual issues and for policy or procedural changes which would improve junior college-university articulation systemwide.

e. Establish the priority to be given research conducted cooperatively by the Division of Community Colleges and the Division of Universities in conjunction with individual institutions. Such cooperative research will be encouraged and will be conducted in areas such as admissions, grading practices, curriculum design, and followup of transfer students. Systemwide followup studies should be conducted, and results of these studies will be made available to all institutions at both levels for use in evaluating current policies, programs, and procedures.

f. Review and approve experimental programs as provided in item 10 of this agreement.

g. Develop procedures to improve community college-state university articulation by exploring fully specific issues such as academic record form, general education requirements, unit of credit, course numbering systems, grading systems, calendars, and credit by examination.

Term of Appointments

With reference to the Articulation Agreement, it was agreed that it was a continuous membership with no set term. *9/7/71*

Term of Appointments-Institutional Members (Revised)

It was decided that institutional members of the Articulation Coordinating Committee be rotated on alternate two-year terms and that the first rotation begin effective September 1, 1973. *9/7/71*

Committee Responsibility

The Coordinating Committee is primarily responsible for interpreting the Articulation Agreement. It may make recommendations for changes and improvements. Recommendations of the Committee shall be forwarded to Commissioner Christian, Dr. Henderson, and Chancellor Mautz for appropriate action. *9/7/71*

Quorum

The Articulation Coordinating Committee would not meet at any time unless there are at least two persons from the Division of Community Colleges and two persons from the Universities present. No substitution will be allowed for representation from members of this committee. *9/7/71*

Minutes

It was decided that copies of the minutes of the Articulation Coordinating Committee may be distributed to Commissioner Christian, Dr. Mautz, and Dr. Henderson. *9/7/71*

Maintenance of Annotated Articulation Agreement

It was decided that the Annotated Articulation Agreement be updated annually covering the period through December of each year. *6/8/73*

Procedures for Student Appeals

Procedures adopted with regard to handling cases brought up to the committee are as follows:

a. *Copy of the student's complete transcript must be available.*

b. *Statement from the receiving institution concerning basis for refusal must be transmitted to the Articulation Coordinating Committee.*

c. *Statement of clarification from the feeder institution may be requested.*

d. *It was decided that individual problems which develop should go through the heads of the division before they are taken to the Chairman to be presented to the Articulation Coordinating Committee.*

e. *A decision letter on the disposition of an appeal would be written by the Chairman to the division directors and simultaneous copies would be sent to all people involved, including the student.* *9/7/71*

Common Calendar

It was agreed that the formulation of a common claendar is not the responsibility of the committee. *11/3/71*

Guidelines for Establishment of Task Forces

The guidelines for establishing task forces under the Articulation Committee were approved by the committee by general consensus. (See Appendix IV.) *2/1/72*

Publications of Decisions	11/3/71
Journalism Task Force Not Appointed	11/28/72
Establishment of Social Work Task Force	6/6/72
Report of Social Work Education Task Force Received	6/8/73
Report on Articulation Studies Conducted by the Inter-institutional Research Council	6/8/73
Establishment of Task Force on Transfer of A. S. Degree	1/30/74
Establishment of Standing Committee on Alternate Ways of Earning Credit	1/30/74

APPENDIX I

UNIVERSITY OF FLORIDA POLICY STATEMENT
REGARDING ADMISSION OF JUNIOR COLLEGE TRANSFER STUDENTS
TO QUOTA CONTROLLED COLLEGES

Limitations in available faculty and facilities have made it necessary that some upper division colleges at the University of Florida establish quotas for the admission of new students in certain undergraduate programs. Applicants who are eligible for admission to the University under the Articulation Agreement will be considered for admission to such programs within the established quotas in the same manner as all other applicants.

The selection of students to fill established quotas will be made by the Admissions Committee of the college. In evaluating applicants for selection, the Admissions Committee will consider such factors as educational objective, completion of appropriate prerequisite courses for the requested major and the quality of the student's performance in such courses, overall quality of the previous academic record, test data and the student's personal record.

Where the number of eligible applicants for entrance to the college exceeds the number of spaces available, students will be selected from the applicant pool strictly in the order of the qualifications of the applicant without regard to whether the students are "native," or transfers from other colleges, or are transfers from state community colleges.

Applicants for admission to limited enrollment programs will be advised that their applications are being considered by the Admissions Committee of the college for selection within an established quota. Applicants whose qualifications are such as to clearly indicate selection

within the quota will be notified of their acceptance as soon as possible after receipt of the required credentials. Applicants whose qualifications are such as to clearly indicate that they will not be selected within the quota will be notified as soon as possible after this fact is determined. Other applicants will remain in the pool being considered by the Admissions Committee for selection until the quota has been filled.

(NOTE: Entering classes in the College of Nursing and in the College of Health Related Professions are selected by the Admissions Committee, on a date set, from the total applicant pool.)

Applicants who cannot be selected for admission to the program and term requested will be advised as follows:

1. That the applicant is eligible for admission for the term requested to a non-quota program or for consideration for selection to another quota program at the University of Florida.
2. That the applicant may be eligible for admission for the term and program requested at other institutions in the State University System.
3. If the Admissions Committee determines that the applicant would have a reasonable chance for selection for admission to the program requested for a later term, the applicant will be so notified.

APPENDIX I

FLORIDA STATE UNIVERSITY POLICY STATMENT
REGARDING ADMISSION OF JUNIOR COLLEGE TRANSFER STUDENTS
TO QUOTA CONTROLLED COLLEGES

The establishement of quotas for the admission of new students in certain undergraduate programs in some upper division schools and colleges of the Florida State University is being made necessary because of limitations of available faculty and facilities. Applicants eligible for admission to the Florida State University under the Articulation Agreement will be considered for admission to such programs within the established quotas in the same manner as all other applicants.

The selection of students to fill established quotas will be made by the admissions committees of the departments (or schools, where no departments exist) affected. Each admissions committee in selecting applicants will consider a number of factors in its evaluation: educational objectives, completion of appropriate prerequisite courses for the requested major and the quality of the student's performance in such courses, overall quality of previous academic work, test data, et cetera.

Where the number of eligible applicants for entrance to a quota controlled program exceeds the number of spaces available, students will be selected from the list of eligible applicants strictly in the order of the qualifications of the applicant without regard to whether the students are "native," or transfers from other universities or colleges, or are transfers from state community colleges.

Applicants for admission to quota controlled programs will be advised that their applications are being considered by an admission

committee of the department (or schools, where no departments exist) for selection within an established quota. Applicants whose qualifications clearly indicate selection within the quota will be notified of their acceptance as soon as possible after receipt of the required credentials. Applicants whose qualifications clearly indicate that they will not be selected within the quota will be notified as soon as possible after this fact is determined.

Applicants who cannot be selected for admission to the program and term requested will be advised as follows:

1. That the applicant is eligible for admission for the term requested to some other non-quota program or for consideration for selection to another quota program at Florida State.
2. That the applicant may be eligible for admission for the term and program requested at other institutions in the State University System.
3. If an admission committee determines that an applicant has a reasonable chance for selection for admission to the program requested for a later term, the applicant will be so notified.

APPENDIX II

COMMON TRANSCRIPT STANDARD FORM

Adopted September 27, 1972
As Amended - June 8, 1973

LINE I

A. Name of form
B. Name of the college
C. Address (City, State, ZIP Code)
D. Page number and Date record printed--optional
E. Student I.D. No.--optional
F. Social Security Number
G. Student name (last, first, middle)
H. Maiden name--optional

LINE II

A. Date of birth
B. Place of birth--optional
C. Sex
D. High School (last attended)
E. High School address
F. Date High School Graduation

LINE III

A. Registrar's statement
B. Test information--optional, except that colleges should indicate the type of norms used when credit is given on the basis of CLEP or other external examination.
C. Basis of admission
D. Course identifier

P Parallel (non-occupational)
O Occupational
D Dual

The course identifier column has been inserted to comply with the recommendation from the Statewide Common Course Designation and Numbering System Committee as per minutes of March 21, 1972, item 4.

LINE IV

A. Course Type

Blank	Institutional Credit
Z	CLEP
Y	Advanced Placement
A	American College Testing Program
O	Other External Credit
T	Repeated--Initial Attempt(s)
R	Repeat--Last Attempt

When reporting credits granted through the institution's own programs, the Common Transcript will reflect no additional information. However, when reporting credit obtained through externally developed programs (e.g., CLEP) this fact will be recorded by the appropriate symbol on Line V, and percentile scores of examinations for which credit is given will be recorded in the space provided in Line VI.

B. Grading System

1. Used in G.P.A. computation

A	4 Grade points	Excellent
B	3 Grade points	Good
C	2 Grade points	Average
D	1 Grade point	Poor
F	0 Grade points	Failure
WF	0 Grade points	Withdrew failing
IF	0 Grade points	Incomplete

2. Not used in G.P.A. computation

W	Withdrew
WP	Withdrew Passing
S	Satisfactory
U	Unsatisfactory
X	Audit
I	Incomplete
N	No Grade
NC	Course has no credit
NR	Grade not Reported

Colleges selecting the above symbols must adhere to these definitions and the manner in which G.P.A. is computed. However, colleges are free to use other symbols not listed above, provided they are clearly defined on the transcript.

LINE V

A	Course	six spaces to accommodate new course numbering system; PRX No. or Dept. No.
B	Identifier	as per Line III-D
C	Section	optional
D	Course title	15 spaces (can go to 18 if section is omitted and 23 if both section & grade points are omitted)
E	Type	as per Line IV-A
F	Grade	as per Line IV-B
G	Course Credit	attached credit per course
H	Credit Earned	actual credit earned (whether grade points are assigned or not; e.g., S grade)
I	Credit attempted for G.P.A.	divisor for figuring G.P.A.
J	Grade points	optional, dividend for figuring G.P.A.

LINE VI

A. Date of attendance, e.g., Fall Term, Aug. 20 - Dec. 13, 1973
B. Summaries

Institutions are not required to use all of the following cumulative totals but if they use them, they should all be defined as follows:

1.	Term Totals	total of all credits attempted and earned with G.P.A. for that term at the home college.
2.	Cumulative Totals	total of all credits attempted and earned with G.P.A. (adjusted for repeats) at the home college.
3.	All college cumulative totals	total of all credits attempted and earned with G.P.A. (adjusted for repeats) at all colleges attended.
4.	A.A. degree cumulative totals	total of all credits attempted and earned with G.P.A. (adjusted for repeats) at the home college which count toward the AA degree.
5.	All college AA degree cumulative totals	total of all credits attempted and earned with G.P.A. (adjusted for repeats) at all colleges attended but only those credits which are applicable to the AA degree.

C. Remarks

No temporary warnings, i.e., academic warnings, placed on probation, etc., should appear on transcript. If student is not eligible to return, notation should read "not eligible to return" or "eligible to return after one term." Any other remarks,such as "honor roll," "graduated with honors" should be placed here.

LINE VII -- Other Information

A. Size

The size of the standard record--for convenience in reading, interpreting, and filing--should be 8 1/2" X 11". The form has been designed for six (6) print lines per inch. If it is absolutely necessary to use 8 1/2" X 14" or some other size, the same format should be followed. All posting will be done on the left side of the transcript in a vertical manner before posting on the right side.

B. Transfer Work

All attempted college credit hours applicable for the AA degree must be recorded.

C. Transcript

1. Each page of a student's record should be embossed with the seal.
2. Completion of record should be indicated by some remark; e.g., "end of transcript."
3. When record is incomplete, appropriate notation should be made; i.e., "incomplete transcript, student currently enrolled."
4. It is recommended that all institutions utilize the common transcript by the Fall of 1973.

D. Changes

Any changes of format or content must be presented for approval to a statewide standing committee appointed by the Articulation Coordinating Committee; and if approved, the changes must then be endorsed by a majority of participating institutions before official adoption.

PERMANENT ACADEMIC RECORD

(COLLEGE NAME AND ADDRESS)

Date Record Printed* Page No.* Student I.D. No.*

Student Name

Last First Middle(Maiden*) S.S. No.

Birth Date	Place of Birth*	Sex	high School last attended	City	State	Date Graduated

Student is in good standing and is eligibile to return unless otherwise stated. This transcript is not official unless it bears the embossed seal of the college.

TEST SCORES

BASIS OF ADMISSION

/___/ High School
/___/ Transfer
/ / Other:

COURSE IDENTIFIER

P - Non-occupational
O - Occupational
D - Dual

Course Type
- Blank - Inst. Credit
- Z - CLEP
- Y - Adv. Placemt.
- A - ACT Program
- O - Other Ext. Cr.
- T - Repeated (Initial Attempt)
- R - Repeated (Last Attempt)

GRADING SYSTEM
- A - 4 QP Excellent
- B - 3 QP Good
- C - 2 QP Average
- D - 1 QP Poor
- F - 0 QP Failure

- WF - 0 QP Dropped Course
- IF - 0 QP Incomplete
- WP - Withdrew Passing
- W - Dropped Course
- S - Satisfactory
- U - Unsatisfactory
- X - Audit
- I - Incomplete
- N - No Credit
- NC - No Credit Course
- NR - Grade Not Reported

COURSE						Sem/Qtr Hours			
Dept. No.	I	Sec *	TITLE	Type	Grade	Course Credit	Credit Earned	Credit for GPA	Gr.Pt. *
TERM DATES									
XXXXXX	X	XXX	XX----------XX	X	XX	XXXX	XXXX	XXXX	XXXX
XXXXXX	X	XXX	XX----------XX	X	XX	XXXX	XXXX	XXXX	XXXX
XXXXXX	X	XXX	XX----------XX	X	XX	XXXX	XXXX	XXXX	XXXX
XXXXXX	X	XXX	XX----------XX	X	XX	XXXX	XXXX	XXXX	XXXX
XXXXXX	X	XXX	XX----------XX	X	XX	XXXX	XXXX	XXXX	XXXX
Totals			Hours Earned		Hrs.	Att.	(GPA)	GR.PT.	GPA
TERM									
College Cum.									
*All College Cum.									
*AA College Cum.									
*AA All College Cum.									
Remarks									

(Duplicate left side)

*Optional Items

APPENDIX III

FLORIDA ARTICULATION COORDINATING COMMITTEE

EXPERIMENTAL PROGRAMS

Adopted September 27, 1972

Provision 10 of the Articulation Agreement between the state universities and public junior colleges of Florida, March 1, 1971, states:

> Experimental programs in all institutions are encouraged. A junior college and a university wishing to engage in a joint specific experimental program which varies from the existing transfer policy shall report such a program to the coordinating committee prior to implementation and shall keep the committee informed of the progress and outcome of such experimentation. Proposed experimental programs which would have systemwide implication or would affect transfer to more than one institution must be approved by the coordinating committee prior to implementation. All experimental programs shall be reported in writing to the coordinating committee including the purpose, design, the participants, the duration, and the results of the experiment. The final report shall be submitted not later than six months following the termination date of the experiment.

In interpretation of Provision 10, the Articulation Coordinating Committee takes the following positions:

1. Experimental programs which do not involve transfer between community colleges and universities. Since the subject of the entire Articulation Agreement relates to transfer between junior colleges and universities, there is no obligation on the part of any institution to report educational experiments to the committee unless such experimental programs have direct bearing on transfer.

2. Experiments in variance with the Articulation Agreement that are mutually agreed to by the affected universities and junior colleges. In the case of an experiment that is restricted to specific junior colleges

and universities and where such institutions agree to take part in the experiment, the obligations of the participating institutions with regard to the Articulation Coordinating Committee are:

A. The experiment shall be reported to the Articulation Coordinating Committee prior to implementation.

B. The report should include the purpose of the experiment, the research design which is to be used to evaluate the experiment, the number of participants, the participating institutions, and and the duration of the experiment.

C. The results of the experiment shall be reported to the Articulation Coordinating Committee no later than six months following the completion of the experiment.

D. The participating institutions shall recommend one of the following actions in their report on the experiment:

(1) discontinuation of the program;

(2) regularization of the experimental program as a part of the articulation practices among the participating institutions;

(3) continuation of the experiment.

The Articulation Coordinating Committee will make no judgment as to the approval or disapproval of the beginning of an experimental program in this category. At the close of the program, the Articulation Coordinating Committee will circulate the results of the program to all universities and junior colleges. Further, it may make recommendations concerning the impact of the results of the experiment on the Articulation Agreement.

3. Experimental programs in variance with the Articulation Agreement which have systemwide implications. In some cases, an experimental pro-

gram, conducted at a junior college, would require acceptance during the experimental period by all universities in order that the experiment could be carried out. In such cases, the obligations of the proposing institution(s) with regard to the Articulation Coordinating Committee are:

A. The experiment shall be presented for consideration of approval for implementation by the Articulation Coordinating Committee.

B. The proposal should include the purpose of the experiment, the research design which is to be used to evaluate the experiment, the number of participants, the proposing institution(s), and the duration of the experiment.

C. Written agreement to participate from at least two universities must be presented in order to be considered by the Articulation Coordinating Committee.

D. Should the experiment be approved, the results shall be reported no later than six months following the completion of the experiment.

E. The proposing institution(s) shall recommend one of the following actions in their report on the experiment:

(1) discontinuation of the program;

(2) regularization of the experimental program as it affects the Articulation Agreement;

(3) continuation of the experiment.

The Articulation Coordinating Committee must approve any experiment in this category before it may be implemented. The Committee will not approve such programs without concurrence by the Chancellor and the Director of the Division of Community Colleges. At the completion of the experiment, the Committee will review the results and will:

1. discontinue the program;

2. extend the experiment; or

3. recommend to the Commissioner of Education that the Articulation Agreement be amended to include the practices found to be successful in the experiment.

APPENDIX IV

TASK FORCE GUIDELINES

I. Types of Task Forces

The Articulation Coordinating Committee shall have a direct responsibility for the following types of Task Force Groups:

1. Special Problem Groups. The Committee may from time to time create ad hoc task force groups to develop recommendations for the Committee's consideration to resolve particular articulation conflicts. Special problem task forces have already been established to define occupational programs, to develop a common transcript, and to provide recommendations with respect to credit by examination. Special problem groups would normally have a short-term existence and be composed of representatives from community colleges and universities.

2. Academic Discipline Groups. When articulation difficulties arise within a particular academic discipline, the Articulation Coordinating Committee will determine whether it is necessary to establish a special task force group to resolve the difficulties. Such task force groups will be charged with the responsibility of providing the Committee with reports of its activities and findings. The task force may also engage in organizing statewide conferences and meetings to discuss and study articulation problems. It is presumed that such a task force will have a life-span beyond one meeting and may exist for periods of one to two years.

3. Articulation Conferences. The Articulation Coordinating Committee shall be kept informed by the respective State Department Divisions as to the holding of one or two day articulation conferences of a statewide nature, whether they be in academic or administrative areas of concern. The approval procedure for such conferences is delineated in Section IV of this document. Articulation conferences may be used to increase contacts among professional persons in community colleges and universities, discuss common problems and needs, and to assess whether a more permanent task force is needed to solve problems of articulation. If recommendations for a permanent task force are forthcoming from a conference, they will be forwarded to the Articulation Coordinating Committee for consideration.

4. Special Planning Projects. The Articulation Coordinating Committee shall not have responsibility for the establishment, operations or administration of funded academic planning projects which the two divisions may initiate and implement. If such joint projects generate the need for articulation policies, recommendations for policies should be forwarded to the Articulation

Coordinating Committee by project directors for consideration. The priority for such funded academic planning projects will be determined by the respective divisions and not by the Articulation Coordinating Committee.

II. Purposes

1. Study articulation conflicts and problems between universities and community junior colleges.

2. Develop recommendations for the Articulation Coordinating Committee for new policies and/or revised existing policies to facilitate articulation between the two systems.

3. Develop joint academic and administrative programs.

4. Generate on-going communication and understanding among counterpart groups and individuals in both systems.

III. Procedures

1. All official task force groups will be established by the Articulation Coordinating Committee to insure that they have a specific and viable priority and purpose for functioning and that they will be adequately organized and coordinated.

2. While the composition and chairmanship of task forces may be determined by the Articulation Coordinating Committee, appointments of members will be made by the respective divisions.

3. A recommendation for a task force may be generated from:

   a. Members of the Articulation Coordinating Committee

   b. The Divisions of the State Department of Education

   c. The universities and community junior colleges

4. A written proposal for a Task Force should be submitted to the Articulation Coordinating Committee and include the following:

   a. A statement of need and purpose for such a group.

   b. An indication of the extent there has been consultation with all persons concerned with the reasons for forming such a group, including the appropriate divisional offices in the Department of Education.

   c. A statement of the expected duration fo the group, i.e., how many meetings will be necessary and time frame needed to issue a report or recommendation.

d. A recommendation as to the composition of the group, i.e., size and types of persons who should serve or be represented.

e. An estimate of any unusual expense anticipated and the source of funding, if needed.

5. Task Force participants will attend meetings at the expense of the institutions from which representatives come.

6. Task Force Chairman will be responsible for providing the Articulation Coordinating Committee periodic reports of task force activities and for submission to the Articulation Coordinating Committee of a final report and recommendations for actions, if any are warranted.

IV. Articulation Conferences

The Articulation Coordinating Committee reaffirms the following policy approved by both divisions, regarding articulation conferences in academic disciplines, which are designed as a one meeting opportunity for improving communication and articulation:

That all statewide articulation conferences between State University System institutions and Florida's public community colleges be scheduled only after receiving prior approval for such a conference from both the Office of the Vice Chancellor for Academic Affairs of the State University System and the Office of Director of the Division of Community Colleges of the State Department of Education. It is further recommended that any meetings between universities and community colleges on a statewide basis that are approved by the above offices involve all State University System institutions and community colleges when applicable. Faculty participating in approved articulation programs should be reimbursed by their home institutions for travel. Programs not of a statewide nature between one State University System institution and community colleges would receive reimbursement for travel at the discretion of the faculty member's home institution.

APPENDIX V

October 3, 1973

TO: Articulation Coordinating Committee

FROM: CLEP Research Task Force Committee; R. Arreola, I. Burch, J. Howell, J. Losak, J. Stuckman, R. Whitehead

SUBJECT: SUGGESTED RESEARCH DESIGNS

DESIGN I

Research Question: Is the academic progress of students who receive college credit via CLEP different from students of like academic potential who do not receive CLEP credit?

Sample:

(1) Experimental Group: The E group will consist of 50 students from each of six community colleges who received any credit hours via CLEP from January, 1972 through December, 1972 at the 50th percentile or higher. The community colleges suggested are (a) Miami-Dade Community College, (b) Gulf Coast Community College, (c) Florida Junior College at Jacksonville, (d) St. Petersburg Community College, (e) Valencia Community College, and (f) Daytona Beach Community College. These six community colleges in Florida can be considered to be generally representative of community colleges in Florida with respect to geography and size. Students who take courses defined by the institution as CLEP equivalents will not be included.

(2) Control Group: The control group will consist of an equal N (50) from each institution of students who had Florida Twelfth Grade Aptitude scores comparable to the selected E group students--but who do not write the CLEP. (See paper by Losak and Lin for details on selection procedure).

Procedure:

Data are to be supplied at the end of each term from each community college and from each receiving institution in Florida until a five year period has elapsed. Data requested will be on a standard format developed by the Committee (attached). At the end of each academic year an interim report will be compiled evaluating the progress of the two groups on the basis of the following criterion measures (1) advanced course performance (2) attrition rate (3) rate of progress (4) graduation ratio (AA and baccalaureate) (5) grade point average.

The final report will summarize results after a five year period, terminating with the end of the third quarter, 1976.

DESIGN II

In attempting to provide data as an empirical base for making decisions with respect to passing scores, it is important to assess the academic progress of those students who are awarded CLEP credit at various percentile levels. This design will attempt to evaluate the progress of students awarded credit prior to the September, 1972 implementation of the 50th percentile passing score. However, very few institutions awarded significant amounts of credits to many students at a level as low as that recommended by the American Council of Education (i.e., at the 25th percentile on sophomore level norms).

At Miami-Dade, the CLEP institutional center test record file contains a total of 1799 test records, which represent 1744 subjects. The time period for CLEP test dates covered by this file is July, 1970 through November, 1971.

A group of 417 subjects was selected from the total of 1744 on the basis of having at least one general exam score within the selected range (see the Table of Scales Score and Percentile Ranges Used to Select CLEP Subjects). Of the group, 241 are males and 175 are females. The time period for CLEP test dates for this group is also July 1970 through November, 1971, with 380 of the subjects tested during the year 1971.

Following are the totals for the number of subjects attempting each general exam, earning credit in each exam, and scoring within the selected score range:

	Attempted	Earned Credit	Scored within the selected range
English	353	240	69
Natural Science	331	244	86
Mathematics	320	275	135
Humanities	368	298	132
Social Science	353	268	78

Of the group, 60 subjects earned credit in just one general exam area. Eighty-five (85) subjects earned credit in two (2) general exam areas. Eighty-seven (87) subjects earned credit in three (3) general exam areas. Ninety-one (91) subjects earned credit in four (4) general exam areas. Ninety-four (94) subjects earned credit in all five (5) of the general exams.

Three hundred and forty-four (344) subjects had just one score within the selected range. Seventy-two (72) subjects had two (2) scores within the selected range. Only five (5) subjects had three (3) scores within the selected range. No subjects had more than three (3) general exam scores all within the selected range.

The progress of these students will be analyzed along the same variables as described in Design I. In addition, as many students as possible will be tested at the end of the sophomore year on a test such as the Comprehensive College Examination and at a later time GRE and other graduate school admission test scores will be obtained where available. A modified control group can be obtained by using as subjects those students who scored at comparable levels on the CLEP after September, 1972 but of course did not receive credit since the passing score was raised to the 50th percentile at that time. This would partially control for "motivational" variables by using as controls those students sufficiently motivated to have written CLEP.

DESIGN III

This is a design intended to experiment with a variety of levels of passing. Three community colleges and three colleges would award credit in each of the five areas to every Nth student scoring between the 25th and 75th percentile so as to yield a total N of 60 subjects in each decile.

PERCENTILE	N
25 - 34	60 (ten from each college)
35 - 44	60
45 - 54	60
55 - 64	60
65 - 74	60

The academic progress of these students would be followed for a period of five years commencing with the awarding of credit, effective Fall Term, 1974. Students so selected would be drawn from candidates who write the CLEP during the months of March, April, May and June, 1974 and who have applied for the Fall Term, 1974. Their progress would be evaluated using the criterion variables indicated in Design I.

GENERAL CONSIDERATIONS

1. American Psychological Association research guidelines will be adhered to, especially with respect to research with human subjects.

2. All individual data will be confidential, and no individual student will be identified to persons other than the participating registrar and the CLEP Task Force.

3. Although percentile is used in the design description, scaled scores will actually be used to select subjects.

4. Statistical analysis will be of the most appropriate measures and reports will contain only minimal reference to statistics not likely to be widely understood.

JL:bf

APPENDIX VI

MEETING DATES OF ARTICULATION COORDINATING COMMITTEE

September 7, 1971	August 23, 1972
September 27, 1971	September 27, 1972
November 3, 1971	November 28, 1972
December 7, 1971	April 12, 1973
February 1, 1972	June 8, 1973
April 12, 1972	September 18, 1973
April 24, 1972	November 29, 1973
June 6, 1972	January 30, 1974

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